



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Course Prefix: MGMT

Course Title: Organizational Behavior

Year: 2025

Course and Section #: 3000-X06

Credits: 3

Course Description

This course studies behavioral theories and concepts for creating effective organizations. It emphasizes knowledge of individual, group, and organizational processes and variables regarding people's attitudes and behaviors in organizational settings. It also presents topics on communication, leadership, motivation, conflict management, socialization, team building, decision making, diversity, ethics, and culture. Includes quizzes, exams, lectures, case studies, oral presentations, written assignments, and group projects. May be delivered hybrid and/or online. Lab access fee of \$32 for computers applies.

Course Overview

All people interact with organizations on a daily basis – both directly and indirectly. How well organizations are managed directly affects individual lives, communities, society at-large, and the global community. This course is an introduction to the basic concepts and topics in Organizational Behavior (OB), Human Resource Management (HRM) and General Management. We will survey topics related to managing people in organizations, including decision making, evaluation, motivation, influence, conflict management and negotiation. Throughout this course we will examine how individuals in organizations function across different contexts and levels of analysis: individually, in groups, and in organizations. An understanding of basic management principles and approaches is critical to success in organizations, whether they are for-profit, non-profit, governmental or of some other organizational type.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Dr. Jared R. Chapman, PhD, MBA, MSc

Student Learning Outcomes

Upon completion of this course, students should be able to:

- Evaluate theory-based approaches for effective management--planning, organizing, leading, and controlling
- Demonstrate self-awareness and awareness of others related to individual differences such as personality, attitudes, perceptions, and motives.
- Practice self-evaluation to strengthen professional skills.
- Apply organizational behavior concepts for effective teamwork.
- Synthesize organizational behavior concepts to resolve managerial issues.
- Apply effective professional-level business writing skills

Course Materials and Texts

The content for this course has been drawn from several free textbooks. You will not need to buy a book.

This course requires a tool called Peerceptiv. If you have opted into the [Wolverine Access Textbook Program](#), click on the “code reveal” button to access the materials for this course. If you have opted out of Wolverine Access, you will need to purchase Peerceptiv. Options for purchasing Peerceptiv can be found in the "Writing and Peer Review" module.

Course Requirements

Course Assignments, Assessments, and Grading Policy

Getting Started
FAQ Quiz
Fixed vs. Growth Mindsets
Syllabus (Inside the Quiz)
Course Evaluation
SRI Receipt
Incentives AAPR
Teams AAPR
4C - Social Capital Audit
Stress AAPR
Structure AAPR
Personality AAPR
Motivation AAPR
4C - Control Audit
Conflict and Negotiation AAPR
Leading AAPR
4C - Structure Audit
Management and Feedback AAPR
Values AAPR
Emotions AAPR
Discipline and Delegation AAPR
Ethics AAPR
Diversity AAPR

Power and Change AAPR
Politics AAPR
Culture AAPR
Global Culture AAPR
Getting Started AAPR
Creativity and Decisions AAPR
4C - Culture Audit
4C - Strategy Audit
Attitudes AAPR
Communication AAPR
Change - Group Project
Trust AAPR
Pre-knowledge AAPR
Exceptional Idea
What is an organization?
What is Organizational Behavior?
POLC
Culture
Job Design
Structure
Research in Organizational Behavior
Mission Vision Values
Strategy
Goals and Objectives
Excellent People
Decisions
Teams
Groups
Perception
Emotions
Attitude
Personality
Values
Behavior
Society Cultures
Diversity
Effectively Aligned
The Role of Fit
Control
Change
Politics
Power
Motivation
Leadership
Conflict
Negotiation

Performance Incentives and Reviews
Communication
Influence
Change - Group Project
Change - Group Project
4C Assignments
4C - Culture Audit
4C - Structure Audit
4C - Strategy Audit
4C - Social Capital Audit
4C - Control Audit
AAPR Assignments
Getting Started AAPR
Pre-knowledge AAPR
Culture AAPR
Structure AAPR
Emotions AAPR
Attitudes AAPR
Values AAPR
Personality AAPR
Global Culture AAPR
Stress AAPR
Creativity and Decisions AAPR
Teams AAPR
Diversity AAPR
Ethics AAPR
Leading AAPR
Trust AAPR
Communication AAPR
Motivation AAPR
Incentives AAPR
Management and Feedback AAPR
Discipline and Delegation AAPR
Conflict and Negotiation AAPR
Power and Change AAPR
Politics AAPR
Exams
Exam FAQ Quiz
Idea - Study Guide Quiz
People - Study Guide Quiz
Align - Study Guide Quiz
Exam - Exceptional Idea (Closed book, remotely proctored)
Exam - Excellent People (Closed book, remotely proctored)
Exam - Effectively Aligned (Closed book, remotely proctored)

Grading Scale

Your total points earned will be converted to a percentage that will determine your final course grade based on the following Grading Scale:

	A	100%	to 94%		
B+	< 90%	to 87%	B	< 87%	to 84%
C+	< 80%	to 77%	C	< 77%	to 74%
D+	< 70%	to 67%	D	< 67%	to 64%
	E	< 60%	to 0%		

Required or Recommended Reading Assignments

Contained in assignments

General Description of the Subject Matter of Each Lecture or Discussion

Contained in assignments listed above

Required Course Syllabus Statements

Generative AI

In today's rapidly evolving world, the integration of artificial intelligence (AI) tools has become increasingly widespread, presenting students with a range of opportunities and challenges. Among these tools, AI language models serve as advanced systems capable of addressing a diverse array of inquiries. However, it is crucial for students to navigate this technology responsibly and effectively. To provide you with valuable guidance for your interactions with AI language models, we have compiled a list of guidelines and tips. By adhering to these recommendations, you can enhance your research skills, uphold academic integrity, and leverage AI as an invaluable resource in your educational journey.

Students Should:

- Use AI systems that provide sources for where they got their information, like Co-Pilot.
- Look for AI systems that offer transparency by citing the sources they use to generate their responses. This enables you to verify and delve deeper into the information.
- Add footnotes when you use an AI, including the sources where it got its information from.
- This ensures proper attribution and supports the credibility of your work.
- Confirm that the sources actually contain the information provided by the AI.
- Before accepting the information provided by an AI, cross-check the sources it cites to verify the accuracy and relevance of the information in those sources.

Students Should Not:

- Directly copy and paste AI-generated content into your work.
- Plagiarism not only compromises your integrity but also hinders your understanding and learning process.
- Assume that the data provided by the AI is accurate, as AI systems can "hallucinate" when they have incomplete data, resulting in potentially false information.
- Exercise critical thinking and verify information from multiple trustworthy sources.

Using Remote Testing Software

This course does not use remote testing software.

□ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment,

admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.